

# Ellesmere Park High School Pupil Premium Strategy

## Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Ellesmere Park High School
Number of pupils in school	790
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Iain Ross
Pupil premium lead	Andrea St John
Governor / Trustee lead	Mr B Peck

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217,740.00
Recovery premium funding allocation this academic year	£33,921.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£251,661.00

## Statement of intent

The overarching aim Ellesmere Park High School is to equip every child with the knowledge, skills and personal qualities in order to reach the limits of their capability, regardless of their background, additional needs, experience or social disadvantage. We aim to provide equity of opportunity so children achieve success now and in the next phase of their education and life, making a positive contribution to their community and to society.

The spending of pupil premium funding is, in part, based upon evidence-based approaches including Education Endowment Foundation (tiered approach model) and the DfE study into effective use of Pupil Premium. We recognise that there is no 'one size fits all' and each child has differing and sometimes complex needs that can prevent them from flourishing. We have considered challenges to learning, progress and emotional wellbeing at grass-roots level rather than a focus upon outcomes for students in Year 11. We have taken the views of staff and students into consideration and ensured that the school's principle of '*Be The Best You Can Be*', underpins our strategic approach to accelerating the pace of improvement for disadvantaged students in all year groups.

### **Quality First Provision**

Students who attend Ellesmere are typically from the local area, with FSM higher than national average. In recent years the number of students who are SEND has increased significantly and the number of students with an Educational Health care plan is three times higher than the national average. We believe that the best way to eradicate disadvantage is through excellence in education, curriculum design and delivery.

We place priority in equipping students with high levels of literacy so that they are fluent speakers, readers and writers. We develop leadership and teacher talent by investing in CPD, practice and coaching to improve the quality of education for all students, so that our curricular goals are met. We practise key techniques collectively as a staff and engineer more tailored practice during one-to-one instructional coaching sessions. Our pedagogical approach to improving learning is informed by research, which in turn, informs our teaching and learning principles.

### **The Best We Can Be**

We believe in developing the confidence and character of the whole child. Our personal development strategy is underpinned by our pastoral provision and a collective drive to equip students with the belief that they can contribute to the world. We insist on good learning habits with the highest of expectations for all. We have very clear standards about readiness to learn, good time keeping, respect, pride and presentation. We focus on providing support for disadvantaged students so that their attendance is not a barrier to success.

Our priority is to broaden students' cultural and academic sphere of experience, by exposing them to opportunities to enrich them as individuals inside and outside the classroom. We recognise that for a proportion of disadvantaged students, aspiration to progress to University or higher education is not typicality. We are intent on ensuring that students' current challenges to believing they can achieve, at least in line with their peers across the country, is addressed through our dedicated post 16 careers programme.

## As a school community, we are committed to the following aims

- A strategy that will mitigate against all factors that prevent disadvantaged students from equitable access to high quality education and pastoral care.
- High expectations for disadvantaged students through a curriculum that is coherent, ambitious, exposing students to a range of cultural experiences, to enrich them as individuals.
- A shared responsibility for disadvantaged students in all aspects of their personal development, social emotional health and welfare, where clear student and family support is bespoke and responsive to the local context, rather than generic.
- Teaching and learning strategies that give teachers and support staff knowledge and expertise to support students to reach the limits of their capability, at each stage of their education.
- Clear, responsive leadership, setting high aspirations and responsibility for implementing, communicating and reviewing impacts of the pupil premium strategy, including effective timely use of assessment and data.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged students.

Challenge number	Detail of challenge
1	On intake, although the gap between PP and NPP students for reading and literacy is minimal in terms of age-related expectations, the gap significantly widens in terms of performance that is above average. The percentage of PP students achieving an above average score is 13%, compared to 35% of NPP students who score as above average.
2	By the time they leave in Yr11, a proportion of students who are disadvantaged do not make the same progress as their peers. Their progress and attainment across a range of subjects is lower than non-disadvantaged students. In 2021, PP students achieved, on average, 0.8 grades lower than NPP students.  Students' confidence and self-reliance as learners, in school and at home, can prevent them from building and deepening their knowledge and skills base. As a result, gaps in achieving challenging curricular goals widen over time.
3	The attendance of disadvantaged students often lags behind that of non-disadvantaged students and national expectations. There is a 4.99% gap in attendance between PP and NPP students for term 1 2021-2.  In addition, social, emotional and mental health issues disproportionately affect disadvantaged students at EPHS.
4	Many disadvantaged students do not have as many opportunities to embrace a wider cultural curriculum enrichment and experiences. Students own expectations and aspirations for their own future career are often not as high as their peers, or

	as high as they should be. In 2021, only 36% of PP students progressed to level 3 courses, compared to 47% of NPP students.
<b>5</b>	Parental engagement with school is typically lower for disadvantaged students. Complex need and a lack of resources for disadvantaged students can limit learning at home.

## Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria	Responsibility	Challenge/Review
1	<p><b>Literacy Development</b></p> <ul style="list-style-type: none"> <li>• Reading ages for pupil premium students are at least at their chronological age, in order to access and benefit from a full and challenging curriculum at KS3 &amp; 4.</li> <li>• This is supported by a 3 Wave approach to Disciplinary Literacy and catch up to ensure all students read well, write well, speak well.</li> <li>• Both teaching staff and support staff are trained in Lexonik, Rapid Plus and Accelerated Reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Closing the gap between PP and NPP students, in terms of reading ages being above age-related expectations, to below 10%.</li> <li>• PP students identified as below age related expectation on entry make rapid progress from their starting points, as a result of Lexonik, Accelerated Reader and Rapid Plus programmes, make more than chronological progress in their reading age data.</li> <li>• By the end of KS3 PP students with SEND, can read at functional level as a minimum standard.</li> <li>• GL/CATs/AR assessment data demonstrates clear accelerated progress for students by summary testing in 2022, resulting in a diminished difference between PP and NPP students achieving above average outcomes.</li> <li>• Students literacy and written work is of a consistently high standard and serves as an accurate record of their learning and achievements, as evidenced in work scrutiny.</li> </ul>	<p>Literacy Lead/SENDCo</p> <p>DHT- Quality of Education</p>	<p>Headteacher</p> <p>Director of Education</p> <p>Education Advisor</p>
	<p><b>Quality First Curriculum</b></p> <ul style="list-style-type: none"> <li>• The progress and attainment of disadvantaged students, including those who are SEND, EAL and academically more able, improves.</li> <li>• Knowledge and skills gaps are reduced for disadvantaged students over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality first curriculum planning and teaching stretches students from their starting points, addresses misconceptions and provides clear pathways to further thinking and learning, as evidenced by departmental development reviews.</li> <li>• Students demonstrate, through books, assessments, student voice that they learn more, remember more.</li> <li>• PP students, monitored at each assessment point at KS3 and 4 perform in line with or exceeding national expectations for all subjects studied.</li> </ul>	<p>DHT- Quality of Education</p> <p>AHT- Teaching and Learning</p> <p>SENDco</p>	<p>DDR</p> <p>Internal QA/Assessment</p> <p>Headteacher</p> <p>Director of Education</p>

	<ul style="list-style-type: none"> <li>Pupil premium students develop greater confidence, independence and self-reliance in their learning and preparation for assessment.</li> </ul>	<ul style="list-style-type: none"> <li>There is an incremental increase from the 13% of current disadvantaged Students meeting and exceeding expectations at KS3.</li> <li>3-year trends show measurable increase in% of students achieving a positive progress 8 score. Based on a starting point of 35% in 2021, within 3 years this % will be in line with NPP students (60% in 2021).</li> <li>Increased participation in lessons is demonstrated by improved positive class charts ratio from 20/21 to 21/22.</li> </ul>		Education Advisor
2	<b>Curriculum Pathways</b> <ul style="list-style-type: none"> <li>All PP students are on a suitable pathway to support them to further learning and employment.</li> </ul>	<ul style="list-style-type: none"> <li>Improvement to the curriculum intent provides equity of choice and opportunity for all subgroups, including option choices at KS4, as evidenced through Departmental Development Reviews.</li> </ul>	AHT- Teaching and Learning SENDCo	Headteacher Education Advisor
2	<b>Continued Professional Development</b> <ul style="list-style-type: none"> <li>A continued focus on bespoke CPD to continually develop the skills of existing teachers and those new to the profession, so that the curriculum offer is high quality and engaging, across the school.</li> </ul>	<ul style="list-style-type: none"> <li>A programme of CPD, including specific focus on developing teacher subject knowledge, is informed by evidence-based research, including EEF foundation, Rosenshines Principles of Instruction, Every Lesson Counts and TLAC.</li> <li>CPD is bespoke to staff at each stage of their career and development.</li> <li>All staff have clear knowledge of who PP students are in their class, can articulate their learning needs and provide targeted support where need is identified. All pupil premium students will be identified on SIMs and Class Charts seating plans.</li> <li>All staff access, analyse and prepare student profiles to ensure an awareness of literacy capabilities. Student profiles will be utilised during development and review activities.</li> <li>Books, assessments and lessons demonstrate that students know more and remember more.</li> <li>Students articulate a clear learning journey, over time in every subject.</li> <li>Student voice is positive, articulates challenge and engagement both in and outside the classroom.</li> </ul>	DHT- Quality of Education  AHT Teaching and Learning	Headteacher  Director of Education  Education Advisor

		<ul style="list-style-type: none"> <li>• Students make accelerated progress that is better than that expected of them at their stage in their education. This will be demonstrated by a narrowed gap in PP and NPP progress and attainment at GCSE (gap in 2021 progress of 0.8)</li> <li>• Monitoring evidence will show the impact of CPD, lesson study and bespoke coaching upon PP students' learning and progress, including subgroups.</li> </ul>		
2	<b>Student Feedback</b> <ul style="list-style-type: none"> <li>• Feedback is effective and has a demonstrable impact in improving student knowledge and skills over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Students work shows continued improvement because of purposeful ongoing dialogue and feedback.</li> <li>• Curriculum plans clearly identify specific formative assessment opportunities, in line with EPHS policy, to evaluate students' progress in securing intended curricular goals.</li> <li>• Feedback effectively evaluates students' progress against specific curricular goals, identifies misconceptions and provides clear guidance for improvement.</li> <li>• Students value feedback, respond and improve over time and make good progress, evidenced in internal assessment data. This will be shown in student voice activities.</li> <li>• Staff are aware of how to effectively use assessment data in their ongoing planning, evidenced by data review meetings and departmental development reviews.</li> </ul>	AHT-Teaching and Learning	DHT Headteacher Education Advisor
2	<b>Catch Up Provision and Support</b> <ul style="list-style-type: none"> <li>• Students who are PP are fully supported to access a full range of learning through targeted out of school hours' support, resourcing and technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted support in homework club leads to Increased participation, engagement and performance in lessons as evidenced through increase in ClassCharts positive points</li> <li>• Improvement in reading, writing and vocabulary skills as a result of home school learning journal and bespoke curriculum resourcing, measured through retesting at KS3 using GL assessments and a reduced gap in English GCSE attainment (2021 gap of 2.53 for English 5+)</li> <li>• Identification of PP students at risk of not making adequate progress from data collection is used to</li> <li>• There will be equal attendance for Year 11 NPP and Year 11 PP students at revision sessions before and after school.</li> </ul>	AHT-Teaching and Learning	DHT Headteacher Education Advisor

		<ul style="list-style-type: none"> <li>Measurable increase in the attainment and progress of year 11 PP students from November mock exams to February mock exams</li> <li>Recovery and intervention programme, (Tutor Trust) is sharply focused on provision for PP students, across all year groups, identified as having gaps in knowledge and skills from prior and current attainment data. As a result, there is demonstrable impact in their attainment and progress.</li> </ul>		
3	<b>Attendance</b> <ul style="list-style-type: none"> <li>Attendance gap of PP students and non-PP student to reduce. PP attendance to be in line with all students nationally.</li> </ul>	<ul style="list-style-type: none"> <li>Effective deployment of family support worker, regular mentoring, monitored attendance of focus groups, student voice is effective.</li> <li>Improvement demonstrated through closing of the gap for the school year 2021/2022 so that attendance of PP students is in line with non-PP students and whole school attendance is above 95%, national average and attendance for the previous academic year.</li> </ul>	DHT- Personal Development Attendance Manager	Headteacher  Director of Education
	<b>Development of Breakfast Club</b>	<ul style="list-style-type: none"> <li>Improvement in punctuality and significant increase in attendance, target of 95% for PP students.</li> <li>Reduction in negative incidents logged on classCharts as students are more prepared for learning.</li> </ul>		Headteacher Director of Education
3	<b>Climate for Learning</b> <ul style="list-style-type: none"> <li>All students experience a positive learning environment where they feel challenged and confident to contribute and ask questions.</li> <li>Increased participation in lessons from PP students.</li> </ul>	<ul style="list-style-type: none"> <li>100% participation strategies, including No Opt Out questioning, successfully engages PP students.</li> <li>ClassCharts data demonstrates that PP students take an equally active role in their learning as non PP students.</li> <li>Learning walks and ClassCharts data shows effective use of the L&gt;E&gt;A&gt;R&gt;N strategies ensure academic structures and routines, in line with whole school strategy, are effective in maximising learning time.</li> <li>Reduction in the number of removals and FTE's PP students receive compared to the previous academic year. These are in line with non-PP students and reducing for all groups. In 2021, 11% more PP students received FTEs than NPP, this gap will narrow as well as an overall reduction in the number of FTEs.</li> </ul>	DHT-Quality of Education  DHT-Personal Development and Attendance	Headteacher  Director of Education

3	<p><b>SEMH Support</b></p> <ul style="list-style-type: none"> <li>All students, including those who are PP and those with SEND, are able to access support for their well-being and mental health.</li> <li>Student well-being is at the heart of what we do at EPHS.</li> </ul>	<ul style="list-style-type: none"> <li>PP students are accessing full support from IReach and 42<sup>nd</sup> St.</li> <li>EFS Action Plan takes account of PP students – any CPD in this area takes account of the needs and experiences that may be specific to PP students.</li> <li>All students can access education on well-being and mental health through the PSHE Curriculum.</li> <li>Student voice in this area is positive from PP students.</li> </ul>	AHT-SENDco	Headteacher Education Advisor
4	<p><b>Widening Participation</b></p> <ul style="list-style-type: none"> <li>Enhance students' learning experiences in and beyond the classroom as an integral part of personal development.</li> </ul>	<ul style="list-style-type: none"> <li>Measurable increase in attendance of disadvantaged pupils experiencing wider curriculum opportunities over time.</li> <li>Students can apply their learning and use of vocabulary in a wide range of contexts, this is evidenced in the attendance of PP students to extra-curricular activities (% attending will be proportional to the % of PP students in the school).</li> <li>All departments offer curriculum activities in and outside the classroom to enhance students culture capital.</li> <li>Increase uptake in Instrumental and singing lessons for PP students.</li> <li>Tracking of extra-curricular sessions is used to prioritise and direct PP students to engage in extra curricular opportunities</li> <li>New opportunities are offered as a response to student voice.</li> <li>Parental communication, webinars and drop in sessions support the removal socio-economic barriers for PP students supporting the development of skills through uptake in the curriculum on offer</li> <li>Levels of engagement for PP students to be at least in line with non PP students.</li> </ul>	AHT-Teaching and Learning  AHT- personal Development and Safeguarding	Headteacher Education Advisor
4	<p><b>Post 16 and Career Development</b></p> <ul style="list-style-type: none"> <li>Ensure that all PP students have continued access to high quality CEIAG provision. This includes opportunities in and out of the</li> </ul>	<ul style="list-style-type: none"> <li>PP voice shows positive response to opportunities during specific CEIAG voice activities</li> <li>Students' knowledge of current labour market information is enhanced in all year groups as an integral part of students'</li> </ul>	AHT- Careers Education and Personal Development	Headteacher Education Advisor

	<p>classroom for CEIAG based learning and experiences, with tracking of PP children's experiences to ensure equity of opportunity.</p>	<p>personal development curriculum, tailored to the needs of each specific student year/cohort.</p> <ul style="list-style-type: none"> <li>• Students engage in a wide range of careers and employer-based experience and education both externally and in the classroom enabling them to experience a wide range of careers. All PP students are offered CEIAG events relevant to their year group.</li> <li>• There are clear links between school-based learning career pathways. Careers are promoted and explored through subject specific curriculum plans</li> <li>• PP students are represented equally in further and higher-level courses at Post 16 pathway, the 11% gap in terms of level 3 study from 2021 will narrow.</li> <li>• Access to Trust careers advisor meeting 1-2-1, to ensure a personalised career plan for all PP students results in 0% NEET.</li> </ul>		
5	<p><b>After School Study Provision</b></p> <ul style="list-style-type: none"> <li>• Including technology, homework and reading support.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning journal and access to ICT and support, in school provides clear resourcing for each subject home learning.</li> <li>• Increased performance, engagement and confidence in lessons due to increased completion of homework and independent learning.</li> </ul>	AHT Curriculum and Assessment	Headteacher Education advisor
5	<p><b>Parental Engagement</b></p> <ul style="list-style-type: none"> <li>• Ensure communication, guidance for families and parents of students who are PP is regular, calendared and targeted throughout the year so that that parents are better equipped to support their children in all aspects of their development, achievement and attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents of PP students are involved in approaches and programmes which aim to develop parental skills in literacy, numeracy and IT skills.</li> <li>• Calendared webinars and face to face 'Maximise your Potential' events encourage parents to be able to support their children to make progress, for example in reading, independent revision and homework.</li> <li>• Parents are supported to monitor in their children's learning activities through explicit use of ClassCharts</li> <li>• Parental engagement has a positive impact across the metrics shown in intended outcomes resulting in higher attendance rates, academic outcomes, confidence and self-esteem.</li> </ul>	<p>DHT Personal Development</p> <p>DHT Quality of Education</p> <p>Headteacher Safeguarding lead</p>	<p>Director of Education</p> <p>Education Advisor</p>

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|  | <ul style="list-style-type: none"> <li>• Intensive support for families in crisis significantly reduces risk of exclusion and persistent absenteeism.</li> </ul> |  |  |
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £135,000

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> <li>• CPD to improve the quality of feedback that students receive.</li> <li>• This is a school priority as part of our teaching and learning and assessment strategy to ensure that gaps in students' knowledge are assessed and responded to by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EEF Teacher feedback guidance report) +6 months</b>            "Good feedback causes thinking. (feedback) supports student progress, building learning, addressing misunderstandings, and thereby closing the gap between where a student is and where the teacher wants them to be. This process is a crucial component of high quality teaching and can be seen in classrooms across all phases and subjects.</li> <li>• Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self regulation strategies: it provides specific information on how to improve."</li> </ul>	2,4
<ul style="list-style-type: none"> <li>• Development of a 3 Wave whole school literacy strategy.</li> <li>• (See separate Literacy plan)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EEF Improving whole school secondary literacy</b>            "Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects."</li> </ul>	1,5

<ul style="list-style-type: none"> <li>• Employment of AHT with a focus on improving quality of curriculum and assessment, who will ensure that all children have equity of ambition throughout their curriculum. AHT will also focus on strategic use of data following assessment points which will provide a forensic view of PP progress and attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• An improvement strategy to continue to develop the quality of the curriculum delivery so that students learning is at least good every day.</li> <li>• <b>Sutton Trust, 2011</b> - Improving the impact of teachers on pupil achievement in the UK – interim findings  “‘The difference between a very effective teacher and a poorly performing teacher is large. For example, during one year with a very effective maths teacher, pupils gain 40% more in their learning than they would with a poorly performing maths teacher. The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.’”</li> <li>• <b>Five key Strategies of Formative Assessment (Leahy et al,2005)</b></li> <li>• “Formative assessment can be conceptualised as the result of crossing three processes (Where the learner is going, where the learner is right now and how to get there) and with three kinds of agents in the classroom (teacher peer, learner)</li> <li>• <b>Dylan William-</b> “assessment is the right bridge between teaching and learning. This focus on this assessment process, minute by minute, and day by day, not at the end of a sequence of learning allows teachers to reflect on their practice and make small steps in improving that practice in a more powerful way than anything we have seen before.”</li> </ul>	1,2,5
<ul style="list-style-type: none"> <li>• Wider development of teachers, leaders and support staff in school.</li> <li>• Bespoke CPD for all school staff including internal professional development and external accredited courses through TeachFirst and SSAT.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EEF Teacher professional development</b>  Meta-analyses find that teacher PD programmes tend to improve pupil academic achievement (Fletcher-Wood &amp; Zuccollo, 2019; Lynch et al, 2019).</li> <li>• <b>EEF Effective Professional Development</b>  “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and student outcomes.”</li> </ul>	1,2
<ul style="list-style-type: none"> <li>• CPD to ensure effective teaching and meeting individual students’ needs –</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learners’ proficiency in English is closely linked to academic success</b>  Research has found that proficiency in English is the strongest predictor of academic achievement (<b>Strand and Hessel, 2018</b>)</li> </ul>	1,2

<p>particular focus on SEND and EAL.</p>	<ul style="list-style-type: none"> <li>• <b>High quality teaching (HQT)</b> is the starting point for meeting the needs of students with SEND and is based on strategies that should underpin the curriculum planning and provision by all staff. These strategies should be used for all students and then applied flexibly in response to individual needs. We use bespoke class profiles, based on need.</li> <li>• Utilising inclusive approaches into every day, high-quality classroom teaching supports SEND to become part of the fabric of the whole school, as part of equality of opportunity for all students.</li> <li>• The EEF guidance suggests the following strategies can be particularly useful for students with SEND:  <i>flexible grouping</i>  <i>cognitive and metacognitive strategies</i>  <i>explicit instruction</i>  <i>using technology</i>  <i>scaffolding</i>  <a href="#">EEF-Metacognition and self-regulation</a> +7months</li> </ul>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenges addressed
<ul style="list-style-type: none"> <li>• Employment of an additional qualified SENDco.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EEF Teaching and Learning toolkit +5 months</b></li> <li>• On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</li> </ul>	1,2,5
<ul style="list-style-type: none"> <li>• Employment of HLTA for looked after children.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">DFE- Promoting the education of looked after children and previously looked after children</a> Summary of positive characteristics of interventions. Getting the most from Pupil Premium Plus-(Page 21)</li> </ul>	1,2,3,5

<ul style="list-style-type: none"> <li>• Designated teaching assistant deployed for students who are EAL</li> </ul>	<ul style="list-style-type: none"> <li>• Termly LAC reviews to review attainment, wellbeing and review targets enrich experiences and extra-curricular access.</li> <li>• <b>EEF Teaching and Learning toolkit –Mentoring +2 months</b>  “Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.”<sup>2</sup>  <a href="#">The Bell Foundation, Rationale for EAL pedagogy</a>- guidance by curriculum subject, parental engagement and bilingual support. This is supported intervention using Lexonik Leap-Linked to Challenge.</li> </ul>	
<ul style="list-style-type: none"> <li>• Targeted In school and after school tutoring – English, Maths and Science.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EEF Toolkit – Small group tuition +4 months</b></li> <li>• <b>DFE – School Let Tutoring Guidance +4 months</b></li> </ul>	1,2,5
<ul style="list-style-type: none"> <li>• Designated fulltime librarian</li> <li>• Lexonik Advance/Lexonik Leap reading packages.</li> <li>• Phonics training for students not yet secondary ready and those with reading ages below 6 years old.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EEF Toolkit – Reading comprehension +6 months</b></li> <li>• <b>EEF Phonics – teaching and learning toolkit +5 months</b></li> <li>• Studies in England have shown that students eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</li> <li>• It is possible that some disadvantaged students may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</li> </ul>	1,2
<ul style="list-style-type: none"> <li>• Accelerated Reader</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EEF Accelerated Reader +3 months</b>  “The study found that Year 7 students who were offered Accelerated Reader made 3 months’ additional progress in reading compared to other similar students.  For students eligible for free school meals the figure was 5 months’ additional progress. For weaker readers, the approach appears to contribute towards catch-up at the start of secondary school, although students at very low levels of reading may need initial support from teachers to benefit, if they are not independent readers.”</li> </ul>	1

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £71.661

Activity	Evidence that supports this approach	Challenges addressed
<ul style="list-style-type: none"> <li>Implementation of LEARN/ENGAGE strategy</li> </ul>	<ul style="list-style-type: none"> <li><b>EEF Improving behaviour in schools – recommendations) +4 months</b> “Classroom management strategies to support good classroom behaviour Use simple approaches as part of your regular routine Use targeted approaches to meet the needs of individuals in your school”</li> </ul>	1,3,5
<ul style="list-style-type: none"> <li>Appointment of 5 non-teaching Heads of Year</li> </ul>	<ul style="list-style-type: none"> <li><b>EEF Parental engagement</b> “Parental engagement has a positive impact on average of 4 months’ additional progress. With the increased availability of 5 non-teaching staff, we are in a position to increase parental engagement and better meet the needs social and emotional needs of disadvantaged students.</li> </ul>	2,3,4,5
<ul style="list-style-type: none"> <li>Full time attendance officer</li> <li>Full time Family Support Worker</li> <li>Streamlined attendance strategy (See separate strategy)</li> </ul>	<ul style="list-style-type: none"> <li><b>The National Centre for Education Statistics, 2009</b></li> <li>“Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career.”</li> <li>Rewards, mentoring and deployment of attendance officer to closely monitor all PP students’ attendance, build relationships with families and implement strategies where needed.</li> </ul>	3,5
<ul style="list-style-type: none"> <li>Wider Curriculum and creative offer</li> <li>PP Capitation – hardship fund to prevent PP students from being unable to access enrichment opportunities, have resources and equipment required for learning.</li> </ul>	<ul style="list-style-type: none"> <li>The Benefits of Participating in Extracurricular Activities</li> <li><b>Claudette Christison, 2013</b> “Adolescents who participate in extracurricular activities demonstrate higher levels of academic achievement, greater character development, greater social development, and a greater sense of the importance of community involvement.”</li> <li>Research by ‘<b>A New Direction</b>’ shows the importance of cultural and arts opportunities to support wider learning of PP students.</li> <li><b>EEF Arts Participation +3 Months</b></li> </ul>	4,5

	<ul style="list-style-type: none"> <li>• <b>EEF Sports Participation +2 months</b></li> <li>• Enrichment education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.”</li> </ul>	
<ul style="list-style-type: none"> <li>• Enhanced personal development offer, based on students’ interests, including student leadership and well-being warriors. This will allow PP students to be given responsibilities and experience they may not access outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>‘Against the odds’, Wolverhampton University and Social Mobility Commission, 2020</b></li> <li>• “Opportunities for student leadership, accompanied by other compensatory initiatives, can be effective in building students’ confidence and skills. Student leaders can function as positive role models for peers and be integrated into larger strategies for expanding their horizons. However, care must be taken to link the leadership activities with students’ interests.”</li> </ul>	4,5
<ul style="list-style-type: none"> <li>• Start-up of breakfast club</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ambition Institute: “Breakfast clubs – kick start your student's day”</b></li> <li>• “For students who don’t have the opportunity to eat breakfast at home, breakfast clubs enable them to kick-start their day with a nutritious meal which fuels their levels of concentration and improves their ability to digest information in lessons.”</li> </ul>	3,4,5
<ul style="list-style-type: none"> <li>• Parental engagement</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EEF Parental Engagement +4 months</b></li> <li>• “Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged students make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in.</li> <li>• By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.”</li> </ul>	5

**Total budgeted cost: £251,661**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Teaching and learning strategies

A focus on staff CPD and teaching and learning has resulted in a more consistent approach in lessons. This has been evident during the development and review process throughout the academic year. Due to the disrupted year, this is an area that continues to be a priority to ensure that teaching and learning is a high priority for all members of staff. This year's plan focuses heavily on how to progress this work on teaching and learning.

The recruitment of new teaching staff and leaders has allowed a more consistent approach to line management and quality assurance. Departments have gained much needed stability as a result of this and EPHS now has a core group of established leaders who contribute positively to the school and wider Trust.

The introduction of Accelerated Reader has enabled a more effective system to assess and monitor progress and engagement regarding reading. Since its introduction, engagement in accelerated reader programme has increased by 343% in terms of words read (from 3,912,000 to 17,322,000) and by 290% in terms of quizzes taken. Accelerated Reader data also shows that students who completed the STAR assessment in June had an average reading age that was 1.99 years below their chronological age. Students who were tested in September had an average reading age that was 1.45 years below their chronological age. This reduction in the gap between chronological and reading age means that, on average, students made 6.48 months progress in 3 months, half of which was during the summer holidays and following a turbulent year of education.

Aspirations have been targeted by exposing students to a number of career related events, including four days of Career Connect for Y11, 10, 9 and 8, to make up for lost provision throughout the year. Additionally, a 'Jobs for tomorrow' event exposed students to at least 6 different employers to inform and inspire students about their futures; this included information on apprenticeships, HE and degree level apprenticeships.

#### Targeted academic support

The delivery of small group intervention by external tutoring programme focussing on Year 11 Science was used to provide intensive tuition in small groups to support lower attaining learners or those with highlighted gaps in knowledge as a result of Covid lockdown. EEF evidence shows small group tuition results in +4 months progress. Year 11 students identified for additional support Triple Science achieved intended progress to target grade.

The purchase of Pearson Rapid Plus reading programme which is an evidence-based literacy programme that provides low level readers the ability to develop their inference, reading comprehension and vocabulary skills where students take part in regular 30-minute intervention sessions, led by a TA, three times a week, will allow regular literacy interventions to build: Reading comprehension, inference, vocabulary skills to bring students closer to their functional literacy ability. A student who is able to read and understand text to a functional reading comprehension age, will be able to access text within the curriculum.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
National Tutoring Programme	Teaching Personnel

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

NA

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*